

Beginning Professional Placement Expectations

Relationships in Early Childhood Education

The following document sets out the general expectations for a **beginning placement** for Relationships in Early Childhood Education

General Placement information

- This placement is normally undertaken during first year for a three or four-year undergraduate student. This placement is associated with a unit focusing on building responsive relationships for optimal child learning, development, and wellbeing
- Setting of Placement – Birth - 3yr Setting
- **Number of Days – 5**

Getting Started: Introduction, Orientation & Observation

- Undertake an orientation to the ECE setting prior to the first day of placement
- Observe and work alongside educators and children in a range of contexts and settings, noting the ways relationships are established and maintained
- Engage with children informally and in planned activities
- Collaborate on learning experiences with the mentor teacher and university peers
- Observe strategies for creating a safe, structured learning environment, including behaviour management

Professional Knowledge and Practice

- Demonstrate an understanding of the setting context and its relationship with learning experiences planned and delivered in the program to engage all children as appropriate to their learning and curriculum outcomes
- Observe and reflect upon meaningful interactions beginning with individual then moving to small group observations, including one detailed relational moment
- Begin to informally plan, implement and evaluate learning experiences based on your observations, that illustrate an appropriate grasp of professional knowledge using age-appropriate and relevant resources
- Discuss ways to engage all learners with the mentor teacher and university peers, considering how relationships contribute to well planned learning experiences
- Understand the importance of analysing observational and gathered assessment data, summative & formative, to guide curriculum and build relationships with children
- Observe how children relate with adults, children and learning environments to inform future planning and enhance their learning
- Show an understanding of the need to differentiate their teaching to meet the individual needs of a range of learners, and recognise differentiation in action

- **By (approximately) the last day of the placement, plan, implement and evaluate at least one learning experience**

NOTE: References to *learning experiences* are an indication of common experience, not a required minimum or set limit. The exact number of *learning experiences* and days for teaching can be negotiated between the mentor and the preservice teacher with reference to these guidelines.

Professional Engagement and Learning

- Attend meetings, duties, centre activities and any opportunities for engagement with the broader centre community
- Conduct themselves in a professional and ethical manner whilst in centres including seeking and using feedback on their performance
- Interact with teachers, children, families, and the centre community in an appropriate manner and comply with all relevant ethical and legal requirements
- Collect evidence of curriculum ideas, strategies, timetables, centre policy documents, teaching resources, learning experience plans, curriculum programs and other relevant documentation to help you demonstrate your knowledge of the Australian Graduate Teaching Standards

General Expectations

- It is expected that every learning experience at all Placement levels has a **plan which we recommend is provided to the mentor 24 hours prior to the learning experience taking place**. We do understand this may not always be realistic, so we leave this up to the mentor to determine what they deem appropriate e.g. the morning of. **The bottom line for us is, no plan = no teach**. This would include if the plan presented is not of an acceptable standard or if it has not been presented to the mentor within the timeframe required (this may not apply to a beginning placement or for spontaneous learning experiences)
- Preservice teachers (PSTs) are involved in planning and programming at UC. Our standard plan template can be modified by the PST to align with the requirements of the centre but we do have a reflection section at the end of the plan template
- On completing each learning experience, we would expect the PST to evaluate and reflect on the experience with their mentor as well as document their reflections on their plan and delivery so they can refer to this for future planning
- We expect the PST to be involved in regular debriefs with their mentor (verbal and/or written).
- At the midway point we ask that the mentor uses the placement report form to provide feedback against the Graduate Teacher Standards for their level of placement. This is an opportunity for the mentor to more formally link current progress to these standards (can be done in dot points). This gives the PST a clear understanding of areas of strength at that point in time and areas which need further development
- As this is a 5 day placement - only the final report is required